



Stephanie Wilkinson

Qualified Teacher for Visual Impairment (QTVI)

Personal Profile

I am a QTVI with over 20 years' experience in the specialism and over 30 years as a teacher. I have worked as both a manager of a vision impairment team and as a practitioner, QTVI within the team. I have been a senior leader and an assessment coordinator. I have been part of a multi-agency team, assessing and supporting students to access communication and communication aids and have worked closely with team members for the best outcomes for each client.

I have experience working with all children and young people ranging from birth to young adults and have supported transitions across all ages and stages. I have worked in homes, nurseries, primary and secondary schools and initial transitions to colleges and FE.

I passionately believe that the role of the QTVI is to enable a vision impaired student to be as independent as possible and achieve their full potential. A teacher's role is to make the learning "fun".

Professional Qualifications

BA (Hons) Humanities Literature and Philosophy

PGCE Primary Teaching (Early Years specialism)

BPhil Qualified Teacher of Vision Impaired

Employment History

ATtherapy, QTVI · October 2024 – Present

I support the team of speech and language therapists and assistive technologists to assess individuals' functional vision as well as their development and learning in general. I recommend suitability of specialist equipment to support a child/young person's access to education and identification of needs, outcomes and provision for children and young people as part of the statutory EHC process.

I support parents, carers, families and professionals to enable them to understand the nature of their child's visual impairment and understand how to support all aspects of their child's development and learning, at home, at school, college and in the community.

Rochdale Additional Needs Service (RANS) · Sept 2000 - July 2024

In my role as a QTVI with RANS I worked very closely with pupils with a vision impairment to firstly establish their level of "functional vision". (How they use their vision day to day). I would liaise with ophthalmic and orthoptic professionals to gain information around diagnosis and acuities. This would then be explained to parents, students and settings. I worked on a one-to-one basis with the individual to help them develop and make best use of their residual vision and create a pupil profile to share with settings and arrange any necessary training to help meet access needs and curriculum requirements. I would sign post setting to the new Curriculum Framework for Children and Young people with a Vision Impairment. (launched March 2022).

I supported students who have complex needs with vision impairment and support mainstream, specialist and PVI settings to meet their needs. I would deliver light stimulation for some students and help to develop their vision, and choice making and understanding of a cause and effect. This would be in a sensory room under darkened conditions.

I delivered training to settings around raising awareness of vision impairment and how vision develops in the early years. The content addressed how settings could meet need through their own ordinarily available provision and also when it would be necessary to refer to a vision impairment support team.

I also spent time as part of the multi-agency review panel assessing when to proceed to EHCP and also allocation panel for special school in Rochdale.
Since the early 2000's I have been a member of Rochdale Communication Aids Team (RCAT) which is a multi-agency team that supports assessment, provision of communication aids and ongoing teaching and support for pupils who met this criteria.

Training

- Update with all SEND reforms and legislation
- EHCP legislation
- GDPR
- Adopting a keyworker approach through children and families act
- Parental Partnership and introduction to emotional support for families
- Early Years support for Children with Complex Needs
- Positive Eye individual Provision Planning for CYP with a vision impairment
- "Exploring listening and talking hands" Sense
- Fair recruitment and retention including how to interview.

Additional Skills

- Functional vision assessment and continuous monitoring
- One to one teaching
- Advice and support/training for families and school staff around awareness of a vision impairment and bespoke to a student's condition
- Support with strategies and equipment/ technology to access curriculum and learning
- Advice and reports for EHCP
- Support in developing a personalised curriculum
- Report writing and annual reviews
- Support to produce peer awareness training and development of CYP self-advocacy skills
- Pre Braille development
- Advice and support to implement Braille
- Multi agency working with a view to developing transition support plans and pupil profiles.

ATtherapy

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